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ABSTRACT

The practicum reported here was designed to provide prekindergarten students from low socioeconomic families with successful early literacy experiences at home and in school. Emergent literacy training for school staff members and six structured parent/child workshops were designed to support the developing literacy of four-year-olds. Books and activities were circulated regularly. Computers and software were identified to support child centered literacy development at school. Seven solution strategies to support the training of teachers and parents were developed so that young learners would be immersed in a literate environment both at home and in preschool. Analysis of the data revealed that prekindergarten teachers increased their knowledge of emergent literacy development after three staff development sessions. A team approach was successful in planning for and delivering parent training. Parents increased their use of literacy materials at home and also increased their knowledge of and willingness to participate in their child's literacy development by attending structured training sessions and reading aloud regularly to their children. (Four tables of data are included; survey instruments, sample parents' evaluations, a list of software ordered, the emergent literacy training agenda, a participant reaction summary, and a student generated computer sample are attached. Contains 44 references.) (Author/RS)

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Developing and Sustaining Early Literacy Experiences for Prekindergarten Children Through a Systematic Program of Home/School Involvement

by

Laurie V. Ullery

Cluster 44

A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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Approved:

October 28, 1993

Date of Final Approval of Report

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Ann E. Fordham, Ph.D., Advisor

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ABSTRACT

Developing and Sustaining Early Literacy Experiences for Prekindergarten Children Through a Systematic Program of Home/ School Involvement. Ullery, Laurie V., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Emergent Literacy/Family Literacy/Parent and Child Programs/Early Childhood/Prekindergarten Programs/Early Literacy Development/Staff Development.

This practicum was designed to provide prekindergarten students from low socioeconomic families with successful early literacy experiences at home and in school. Emergent literacy training for school staff members and six structured parent/child workshops were designed to support the developing literacy of four year olds. Books and activities were circulated regularly. Computers and software were identified to support child centered literacy development at school.

The writer developed seven solution strategies to support the training of teachers and parents so that young learners would be immersed in a literate environment both at home and in preschool.

Analysis of the data revealed that prekindergarten teachers increased their knowledge of emergent literacy development after three staff development sessions. A team approach was successful in planning for and delivering parent training. Parents increased their use of literacy materials at home and parents increased their knowledge of and willingness to participate in their child's literacy development by attending structured training sessions and reading aloud regularly to their child.

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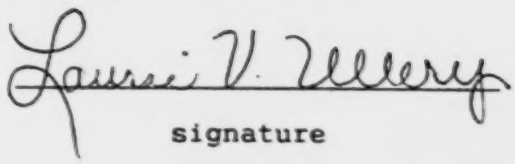

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting for this writer's practicum was a large suburban county located between two large metropolitan cities. The geographic area includes 418 square miles and supports a rapidly growing population of 432,292 residents. The area, once a farming and tobacco growing center, has become a large industrial and commercial area. Many of the county's families have income levels that are above national and state averages and many residents commute daily to the two large metropolitan cities bordering the county. The county school district ranks as the 50th largest in the nation with a student population of 67,725.

One-hundred nineteen schools in the system include seventy-six elementary schools. The county employs over 4,000 instructional staff members, including 10.3 professional support staff members per 1,000 pupils.

Within the county are three elementary schools with striking contrasts to the county averages for socioeconomic levels and racial composition. The three elementary schools selected for this practicum are located in low socioeconomic

communities and support above the county average numbers of students receiving Chapter I services. A large percentage of students residing in these communities come from single parent families and families whose major source of income is public assistance. The ecological environment of the children is is filled with the problems of homelessness, substance abuse, criminal activity, lack of public transportation, limited recreational opportunities, undereducated parents, and lack of male role models in the immediate environment.

Table 1 provides the enrollment breakdown, socioeconomic levels, and racial composition of each school as contrasted to the school district average. The demographic profiles of these schools make them appropriate sites for the implementation of a systematic program of home/school involvement. The target population for this practicum was 120 prekindergarten students, who ranged between the ages of four five years old. Twenty morning and twenty afternoon students enrolled at each school site.

Table 1

Demographic Profile of Student Population

	Total Number of Students			
ENROLLMENT	County	School 1	School 2	School 3
	67,725	539	360	453
	Percentages			
SOCIOECONOMIC				
Chapter 1	4.0%	52.3%	53.9%	29.6%
Free-Reduced Lunch	11.8%	62.5%	48.3%	31.3%
Limited English Proficiency	0.5%	2.19%	.56%	.22%
RACE				
Caucasian	81.3%	17.9%	28.9%	61.7%
African-American	15.6%	74.5%	69.6 %	36.0%
Hispanic	1.0%	1.1%	1.1%	0.7%
Asian	1.8%	6.2%	.3%	1.5%
Indian	0.1%	0.2%	0.0%	0.0%

Three prekindergarten teachers and three instructional assistants were involved in the implementation of this practicum. Two full-time reading teachers were employed at each site (one Chapter 1). Each school had a principal and two of the three schools had an assistant administrator. Other school-based personnel included full-time media specialists, guidance counselors, and other Chapter 1 support staff who the grades K-6 programs.

Writer's Work Setting and Role

This writer is a certified reading specialist who holds Bachelor of Science and Master of Education degrees in elementary education, and a Certificate of Advanced Study in School Management. The writer has met state certification requirements in the areas of early childhood, elementary, and and middle school education; reading; and administration and supervision. In addition, the writer is a certified trainer for Teacher Expectations/Student Achievement (TESA), (Kerman & Martin, 1980), Dimensions of Learning (Marzano, 1991), Cooperative Integrated Reading and Composition (CIRC), and Mastery Learning.

The writer has worked in this school system for twenty-four years as a classroom teacher, gifted/talented/ advanced programs specialist, curriculum and program developer, and staff development instructor. The writer has taught staff development workshops in reading/language arts and early childhood education for the state department of

education. The writer has delivered inservice training on whole language, identifying advanced capabilities in young learners, thinking skills models, writing process and computer education.

The writer has had extensive background experience in delivering professional presentations at local, state, regional, and international reading and leadership conferences. Numerous presentations and workshops have been given for parents on reading aloud, home-school reading programs, writing process, and how to effectively communicate with your child.

The writer is affiliated with many professional and community organizations and is currently president-elect of a local chapter of an international honorary educational sorority for women educators.

Currently the writer is a member of two interdisciplinary teams responsible for the instructional support and staff development of early childhood/reading language arts and gifted and talented programs. The writer's responsibility includes providing instructional improvement and delivery of services to 23 elementary schools. The writer provides service to teachers and children from preschool to third grade, as well as providing direct service to school administrators. The writer's duties include serving as a mentor to first year teachers and assisting with the implementation of a thinking skills program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

As an early childhood/language arts specialist, the writer became keenly aware of a problem existing in the writer's work setting. Prekindergarten teachers and administrators did not have a structured, readily available training program to help parents support the literacy development of four year olds within the county's existing prekindergarten program.

Although prekindergarten teachers and administrators did recognize the need for increased parental training in literacy development, they admittedly lacked the time to research and organize such a program. Additionally, they lacked the materials, background knowledge, and resources to develop a program model for their respective school populations.

Although each school had a Chapter 1 program based on the economic needs of its population and the achievement scores of its students, the program served only the students and parents of children in grades K-6. The prekindergarten classes, then, were isolated from the regular services of the Chapter 1 support staff that was school-based and also the Chapter 1 resource staff which was provided by the county central office.

Prekindergarten teachers in the district were provided with

an integrated, thematic curriculum guide for use in planning daily lessons. However, there was no guideline for providing literacy or developmental experiences outside of the classroom.

The writer believes that prekindergarten students from low income families need increased developmental concept training and literacy development through a structured system of parental training and home/school involvement.

Problem Documentation

Evidence for the existence of the problem was supported by interviews with the school principal and staff, questionnaires, and data collected from school records.

During the fall of the 1992-1993 school year, the three prekindergarten teachers responded to a questionnaire that between the range of 10 to 25 of the 40 parents/guardians of students in their classes lack sufficient literacy-related skills to work effectively with their child on literacy-related tasks such as reading aloud and asking meaningful questions during the reading experience (see questionnaire in Appendix Appendix A).

At that same time period, two of three prekindergarten teachers replied to a written questionnaire that approximately 20 of the 40 children in their classrooms have parents or guardians who carry out literacy literacy related tasks with their child as requested by the prekindergarten teacher. The third teacher did not respond to the question.

Three of three prekindergarten teachers surveyed by a

written questionnaire said that they had received two hours or less of in-service training on early literacy development within the last three years. Five of six school-based reading teachers interviewed by the writer said that they have received no training on early literacy development in the last three years.

School records revealed that at three out of three elementary schools, four year olds and their parents do not have regularly scheduled access to the school media center for the purpose of borrowing books. Interviews with the three school-based media specialists confirmed this evidence.

At two out of three elementary schools, school records documented that no formal, emergent literacy related training sessions were previously held for preschool parents in the past three years. At the third school, one parent training session was conducted on reading aloud last year.

School records gave evidence that pre-kindergarten teachers at three of three elementary schools do not have the support of other school-based team members, including the reading teachers, media specialists, and Chapter 1 support staff, in working with parents and for providing training sessions for parents/ guardians of their students. An interview with the county coordinator of Chapter 1 services confirmed this finding regarding the previous availability of Chapter 1 support staff.

Three of three classrooms evidenced a limited print environment in the classroom as observed by each elementary school principal.

Causative Analysis

The problem of providing early literacy and developmental experiences in the homes of prekindergarten children from low income families because of a lack of a structured school program of home/school involvement impacted the future potential for school success of these students. As it existed in the writer's work setting, the problem had five major causes.

A primary cause contributing to the problem was that the parents of prekindergarten children have not been made aware of their role in the development of emergent literacy behaviors in their children. As previously stated by the writer, the schools have not offered information about literacy development to prekindergarten parents in any formal or systematic way.

A second cause of the problem was that four year olds and their parents did not have the organized support of Chapter 1 services and programs because of the current structure of the county's Chapter 1 program. This included working with the home visitor. In examining the overlap of parents who might have an older child identified for Chapter 1 service, school records demonstrated that at all three sites only one or two of the 40 prekindergarten children had older siblings who qualified for services. Of that number, only one child at one site had a sibling in kindergarten who received the services of the Chapter 1 home visitor.

A third cause was that prekindergarten teachers, reading

teachers, and administrators have not received staff development in emergent literacy and family literacy training. Most of the staff had been teaching longer than eight years and had not taken any recent courses in reading/language arts. Because of the recent research available on emergent literacy and especially family literacy, the staff at the three identified schools were admittedly not aware of the most current background information available in those fields.

The fourth cause resulted from the knowledge that prekindergarten parents had not been formally involved in the prekindergarten program other than to participate in progress reporting conferences and pre-entry interviews.

The final cause dealt with the problem that four year olds and their parents did not have a regular means to access materials to support home literacy development at the three selected schools. The media center was not available for four year olds to check out books on even a weekly basis because of the crowded schedule of the media specialists. Many of the children and their parents did not regularly visit the public library due to transportation and other situations at home.

Relationship of the Problem to the Literature

A review of the literature indicated the importance of providing early literacy and developmental concept training both in school and in the home for prekindergarten children. Breaking the cycle of illiteracy by reducing the risks for young literacy learners is a complex, multi-dimensional

challenge facing our nation. Changing the complex pattern of social and educational factors that create risks for children must involve addressing the needs of families. It is only through thoughtful and careful examination of a child's entire ecological environment that the process of improving the developmental literacy environment of young children can begin.

Bronfenbrenner (1979), Pellicano (1987), and Taylor and Strickland (1989) discuss literacy development within the context of the ecological setting and how risk taking situations occur when the home/school transition for young learners is not in balance.

Bronfenbrenner (1979) describes a child's environment as a four-leveled macrostructure. The child's perspective is rooted in Level 1, his/her primary or immediate setting; Level 2, the interaction between settings; Level 3, the settings beyond the child; and Level 4, a wide range of developmental influences beyond the control of the home and family. Bronfenbrenner contends that opportunities for human development or lack of development often begin with changes in the primary, immediate setting. For development to occur, children must have opportunities for self examination in this safe, secure, primary environment. Bronfenbrenner explains that "the direction and degree of psychological growth are governed by the extent to which opportunities to enter settings conducive to development in various domains are opened or closed to the developing person" (p.288).

Pellicano (1987) identifies the problem of social

advantage as contributing to the environment of at-risk status for students. He claims that "the at-risk student, already alienated and poor, enters the work place and falls easily into America's social and economic underclass" (p. 47). He supports the idea that social advantage and cultural enrichment involve a conception of literacy as power. Pellicano asserts that the at-risk student will never realize the advantage of power unless schools and school systems examine the ecology of the family and "re-examine the original value structure for today's schools" (p. 48). Making the connections between home and school can reduce the risks of social disadvantage for for young literacy learners and needs to be considered at the school and school system level.

Taylor and Strickland (1989) discuss the shifting patterns in social, political, and economic support for families which creates "an uncertain climate that makes it impossible for some parents and difficult for others to provide healthy environments in which children can grow up to live enjoyable and productive lives" (p. 251). They concur with the body of research literature which focuses on language and literacy as social processes that cannot be separated from the social development of young learners. Taylor and Strickland explore ways in which the changing patterns of social organization of everyday life effect the literacy learning of young children both at home and in school.

Other literature gives evidence that early literacy development should be supported at school and in the home

because of the nature of literacy development.

Goldenberg (1989) discusses that reading achievement is a complex process involving the characteristics of the child, the instruction the child receives, and the interactions between the school and home. Goldenberg's findings reveal that parents and teachers have certain views and responses to children's behavior and achievement that influence their actions or inactions.

Comer (1987) contends that the failure to bridge the social and cultural gap between the home and school may lie at the root of the poor academic performance of many low income children.

Snow, DeTemple, Beals, Dickinson, Smith, and Tabors (1991) conclude that contributions of homes and schools must be taken into account when examining the beginnings of literacy development.

Slavin, Karweit, and Wasil's (1992-1993) research documents that early intervention programs for at-risk four year olds which include high quality preschool programs coupled with long-term parent involvement have been shown to be effective in promoting reading. Their well documented program "Success for All" has proven that at-risk children who receive a high degree of parent involvement while being involved in a quality preschool program have shown remarkable difference in achievement. Henderson (1988) cites a large body of research which shows that programs designed with a strong component of parent involvement produce students who perform better than those who have taken part in otherwise identical programs with

less parent involvement.

The work of Ziegler (1987) documents the gap found in achievement between working class and middle class children and explains differing patterns of child-parent and parent-school interaction do exist, but school personnel can intervene positively, effectively, and efficiently to teach most parents to become involved in the acquisition of literacy skills.

Goodman and Haussler (1986) stress the role that home and community play in the development of enabling young children to learn to read and write by emphasizing the significant role that parents play in children's language learning. Holdaway (1986) discusses the developmental role of teachers who also play a significant role in natural language learning, including the environmental and social factors which need to be considered. Morrow, Burks, and Rand (1990) report that along with concrete support of interaction with adults and peers, the social environment provides early learners with a meaningful context for literacy learning.

Teachers should build instruction on the language learning which children bring with them to the preschool classroom (Hall, 1986). By building on the natural language experiences that children learn from birth to age four at home, reading, writing, listening and speaking become extensions of the home experience. Taylor's (1983) research study of family literacy establishes a link between the literate activities of families and children's emerging awareness of written forms of language. Leichter (1984) reports that home and family influence on a

child's literacy development can be seen in three areas: social, emotional, and cognitive.

All of the literature reviewed by the writer strengthens the evidence that children learn about literacy long before they enter school and that the conditions of becoming at-risk for literacy development begin with the ecological environment of the child and family, long before formal education at school begins.

The literature revealed several causes for the problem. Part of the problem begins with the philosophy that schools have about literacy development. Taylor (1983) concludes that in many schools reading and writing are lifted out of context and become the focus of "specific, culturally remote pedagogical attention. Literacy becomes an end in itself, reduced to the establishment of a hierarchy of interrelated skills" (p. 90).

Teberosky (1990) summarizes the view that some authors have observed that spontaneous writing activities that have developed within the family environment are suspended when children come to school. Recent research on the recognition of parents' roles in literacy learning has shown that the early development of literacy needs more practice than most modern schools have time for, making parents a critical part of literacy learning at home (Spencer, 1986).

Some of the causes of the problem focus on the home setting. Sulzby and Teale (1991) caution that many of the studies about home literacy have tended to ignore previous and ongoing work on child development.

Edwards (1989) findings show that while reading books low SES mothers seldom ask questions or elicit words from their children, do not view their children as appropriate conversationalists, and do not adjust their language to their child's understanding. Robinson's and Dixon's (1991) research supports the premise that preschool children from low SES homes are at a distinct disadvantage when compared to their middle-class age mates on many language concepts, including a restricted exposure to early literacy experiences.

Nickse (1990) summarizes the research in early childhood development which studies the impact of poverty on developing children who are more at risk for increased stress, maternal depression, and diminished social support. "These factors affect the quality of the home environment and the parent-child interaction, which, in turn, influence the child" (Nickse, 1990, p. 19).

Tovey and Kerber (1986) state that the reluctance of parents and family members to help preschoolers read for fear of creating problems when they enter school is based upon the following three assumptions about the school's traditional role:

1. Teachers have access to esoteric and specialized knowledge about the 'right way' to teach reading;
2. Reading programs are designed by experts and therefore are theoretically sound; and
3. Parents shouldn't meddle (p. 1).

Dickinson's (1988) research on the value of parent involvement and reading discusses the difficulty of helping

parents change their belief system and to think and act in new ways about child development. Sustaining those new behaviors once taught is a continuing problem.

Darling and Hayes (1989) contend that undereducated parents do not often know the importance of their role as educator and "many came from settings which left then 'malnourished' physically, emotionally, socially, and educationally" (p.11).

Mannan and Blackwell (1992) discuss six issues and barriers to parent involvement in schools including the insensitivity of American businesses in supporting the American family. Other issues include the failure of schools to empower parents, the lack of meaningful and coherent policies to sustain parent involvement, uneasiness of parents to communicate with the school, parents who lack skills necessary to help their child with learning and socialization, and little effort or recognition given to parents by schools for doing a good job as parents.

Klimes-Dougan, Lopez, Nelson, and Adelman (1992) contend that their recent research proves that it is inappropriate for schools to make the assumption that individuals and all ethnic groups from low SES backgrounds have the same reasons for not becoming involved in the education of their children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. The goal of the writer was to increase the concept and literacy development of prekindergarten students from low income families through a systematic program of parental training and home/school involvement. This goal includes empowering teachers with the knowledge and resources to help the parents of their students to increase concept and early literacy development. It is the belief of this writer that parents from low socioeconomic backgrounds do care about the education of their children and given the resources and information will increase home literacy experiences and improve the home literacy environment for their children.

Expected Outcomes

The following outcomes were projected for this practicum. The writer had seven specific outcomes to achieve through the implementation of this practicum. The first outcome is that 65 of 120 prekindergarten students and their parents/guardians will participate in a school initiated literacy development

program as measured by attendance at six monthly training sessions. Each of three elementary schools will design their own six training sessions based upon the unique and individual needs of their preschool population.

The next outcome is that 65 of 120 prekindergarten parents or guardians will carry out literacy related tasks at home as requested by the prekindergarten teacher at each of three elementary schools and as measured by teacher kept data on completion of tasks.

The third outcome is that three of three prekindergarten teachers and six of six reading teachers will increase their knowledge of and preparation for nurturing early literacy development after attending early literacy related staff development in-service as measured by a written evaluation survey. Leadership for planning and conducting the in-service training will be provided by the writer.

The fourth outcome is to assure that literacy materials will be circulated on a regular basis from the prekindergarten classrooms at three of three schools as documented by teacher kept circulation records and sign out sheets.

The fifth outcome is that three out of three schools will conduct six structured parent training sessions on a monthly basis for the purpose of training to support literacy activities in the home environment. Sixty-five of 120 parents will increase their perception of their own ability to work with their child on literacy related activities as measured by parent evaluation surveys at each of the six training sessions.

The sixth outcome is that three of three prekindergarten teachers will receive support and encouragement from a monthly meeting of a school-based planning team comprised of the reading teacher, Chapter 1 reading teacher, the Chapter 1 home visitor, the principal, and this writer (early childhood/reading language arts specialist) as documented by team meeting minutes.

The final outcome is that three of three prekindergarten teachers will increase the developmental use of print in their classroom environment as measured by an observation of the classroom environment by each of the three school principals.

Measurement of Outcomes

The first outcome of the program was designed to structure a meaningful intergenerational program of literacy development opportunities for children and their parents. Each of three schools designed the specific details of their own training sessions based upon the needs of their population and their own strengths as professionals in the field. Measurement of this outcome was taken by the attendance of parents/students at the monthly meetings. Another measure of this outcome were the goals and objectives for each of the meetings as cooperatively planned by the school teams and this writer.

Successful implementation of outcome two was monitored by the three classroom teachers. Teachers kept a chart of names of their students and cross referenced the names with literacy tasks assigned to create a profile of which

parents/guardians were helping with literacy related tasks at home.

A written questionnaire was designed to measure the effectiveness of early literacy related staff development in-service. Three prekindergarten teachers and six reading teachers were invited to participate and were asked to complete the questionnaire as to whether they felt prepared for nurturing literacy development and whether they have increased their knowledge of early literacy development. Other members of the planning team were also invited to participate, but they were not asked to complete the questionnaire.

Classroom teachers did keep records of materials circulated from their classroom which measured the effectiveness of outcome four.

Parents who attended the intergenerational training sessions completed a written questionnaire at the end of each of the six training sessions. The questionnaire, designed by each school team and based upon the content and goals of the session, measured parent's perceptions about what they had learned and how they felt about their own ability to help their child at home with literacy development.

The success of outcome six was measured through the collection of the team minutes of each planning meeting held at the three schools for the purpose of planning the parent workshop sessions. An additional measure of the success of each planning meeting were the goals and objectives that were established for each session with parents.

The final measure included the cooperation of the three school principals who did observe the classroom environment to note the increase in environmental print after teachers completed staff development training in emergent literacy. A checklist and open-ended questions were provided for the principals to use.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Prekindergarten students from low income families need increased developmental concept training and literacy development through a structured system of parental training and home/school involvement.

The literature offered many possible solutions to this problem. Many of the solutions did affirm the importance of utilizing the home/school connection to improve the literacy development of early learners. Mitchell (1989) called for the school to build on the various competencies and literacy heritage that children bring with them to school and to develop a holistic viewpoint of each child.

Juel (1991) suggested four in-school practices to induce preschoolers to enter a "selective-cue stage of print recognition" (p. 779). McCormick and Mason (1989), using a a stage-model perspective, introduced the idea of using little books with preschool Head Start children to foster school-home literacy experiences. Dickinson (1989) introduced a program with four major components into Head Start programs to improve the quality of oral language-literacy links which teachers used

in the school/home environment.

Edwards (1989) and (1991) developed materials and a coaching program to model reading behaviors for low SES mothers and parents.

Fordham and Anderson (1992) recommended and affirmed the importance of literacy-related play behaviors as an essential ingredient in supporting literacy development of young learners.

Klentschy and Hoge (1991) discussed an innovative technology program used as stations in a four year old program to add multi-sensory experiences to the early childhood developmental curriculum using age appropriate peripherals. Piestrup (1984) also supported the use of computers in the nursery school, pointing out that the child can be the creator and can learn to explore just as easily as using clay, a sandbox, or building blocks.

Fredericks and Taylor (1985) discussed general details for implementing school initiated parent programs in reading, including needs assessment and evaluation of successful parent reading programs.

Many models of intergenerational programs are currently available to help parents and children. Western Arkansas Education Service Cooperative (1991) created a Home Instruction Program for Preschool Youngsters (HIPPY) model to enhance parents' literacy and parenting skills and to help undereducated parents improve their child's chances for success in school. Molek (1991) discussed a family literacy program model in Lewistown, Pa. which uses two 10-week sessions. Bauerfeind

(1990) related information about a successful family literacy model from the perspective of a community college.

Williams and Chavkin (1989) listed seven essential elements which are common to successful parents involvement programs. Hester (1989) offered suggestions for creating a plan to gain parent support and commitment and empowering parents as advocates in their child's education. Epstein (1989) has identified five types of parental involvement in education and offered examples of outcomes and practices to promote them in a conversation with Brandt. Epstein (1991) also discussed what we know and don't know about successful family-school partnerships.

Edwards (1992) offered 11 most frequently made suggestions for involving parents in early literacy development. Among the suggestions were reading to your child and being a good literate role model.

There are several other ideas which needed to be explored. The writer would serve as a resource to integrate current school-wide staff development training on Dimension 1, Attitudes and Perceptions, from Marzano's (1991) model, the Dimensions of learning, with this program.

Parental involvement in other school programs, such as mentoring and volunteering would occur and become spin-offs of this program.

Encouraging preschool parents to enroll in the county sponsored adult basic education programs would be encouraged at parent training sessions.

Exploring options for day care/babysitting while parent training sessions occur would be addressed.

Communication with other county agency service providers, such as the literacy council and public library system, would be addressed.

Options for providing substitute time for staff development would be discussed with the appropriate school administrators.

The use of intermediate aged student volunteers to help with book circulation, check-out procedures, and in-school paired read alouds for prekindergarten students would be examined.

Planning teams consisting of the preschool teachers, instructional assistants, reading teachers, media specialists, Chapter 1 home visitors, and Chapter 1 central office resource teachers would be established at each of the three schools.

Inclusion of the kindergarten teachers for planning and development would be explored with the principals.

The use of interactive computer programs for preschool students would be examined.

Description of Selected Solutions

There are seven solutions that were chosen for implementation by this writer. The writer would assume a leadership role in guiding the planning of six early literacy and developmental concept training session workshops for the parents/guardians of preschool children at each of three

elementary schools.

The writer would serve as a liaison with the central office Chapter 1 coordinator, the central office Chapter 1 resource teachers assigned to the three elementary schools for grades K-5, the Chapter 1 home visitor, to help the media specialist, reading teachers, and principal plan and design quality content for and support the implementation of the six parent training sessions. Goals and objectives for each parent session would be developed by the school team.

The writer would plan and provide three staff development sessions in emergent literacy, family literacy, and awareness of cultural differences in literacy development for each of the three preschool planning teams.

Prekindergarten students and parents would be involved formally in six structured training sessions and school-structured home literacy activities.

The writer would plan and coordinate a formal summer activities plan to continue the home-school program of literacy activities for preschool parents and students in collaboration with the Chapter 1 office and the public library.

The writer would assume a leadership role in supporting access to literacy materials for parent and student use during the program and throughout the summer months.

The writer would coordinate planning efforts for evaluation and support of a continuing program of home-school literacy involvement for parents as the students become kindergarten students.

There are several reasons why these solutions would be successful. One reason is that this project's goal agrees philosophically with National, State, and Local goals for early childhood education.

An important reason is that an October 1992 report of long and short range goals to meet the needs of at-risk students and prepared by the superintendent's executive staff supports this plan to increase the parental involvement of low income parents.

This plan supports coordination and collaboration between the central office staff in the Department of Instruction and the Office of Chapter 1 Services.

A fourth reason why this plan would be successful is that schools throughout the district have been implementing Marzano's Dimensions of Learning model. This plan seeks to complement that implementation process rather than add to it.

School administrators have been previously been trained in the strategic planning process, adding their expertise to the planning process with teachers.

Teachers, students, and parents would gain an appreciation of the educational value of literacy through participation in this program.

Finally, school staff and parents would develop a sense of ownership through participatory planning and self-evaluation called for as components of the program model.

Report of Action Taken

This practicum project was shared with the classroom teachers, principals, and central office staff who were involved in the implementation of the program.

Each school formed a preschool family literacy planning team. A six week model based upon Edwards' (1990) Parents Partners in Reading Program was identified for use as an example to provide a framework to begin structuring an appropriate model to meet the needs of parents at the three elementary schools. Roles and responsibilities within the school teams were discussed during the initial phase of implementation.

Staff development training was arranged in November by the writer to give school staff a background in emergent literacy development and to generate excitement and motivation for starting a preschool literacy program. A teacher questionnaire was completed in November by the prekindergarten teachers and school-based reading teachers to provide a baseline of information about background, experience within the classroom and in working with families of their students, and perspectives on the development of literacy skills among their preschool students (see Appendix A for Teacher Questionnaire).

A parent questionnaire was developed by the school teams and was completed prior to the beginning of the training sessions to obtain information about home literacy environment, home literacy materials, and parents' perception of their role in the development of home literacy activities. The writer took a leadership role in guiding the development of the questionnaire (see Appendix B).

Materials for home use and for parent training and modeling were discussed and identified by each of the school teams. Multicultural materials were identified and selected.

The writer gave an overview of the proposed program to each of the three faculties so that all school members had the opportunity to be informed and to share ideas with planning team members. Volunteers from faculties were utilized as appropriate.

The writer met with the county coordinator of adult basic education programs about recruitment of adult students from preschool parent population and discussed ABE class availability to this population.

The writer began implementation by convening all three school teams at one site. At this planning meeting a master schedule of parent literacy training sessions was developed for all three schools. Dates for individual school team planning meetings were established. Ideas for recruiting, publicity, and retention of parent attendees were discussed. Ideas for record keeping and circulation of books/materials were discussed. Parent questionnaires were discussed and procedures for dissemination of the questionnaires were established. A person from each school team was designated to visit the homes and interview the parent of each preschool child if the parent was agreeable (see Parent Questionnaire in Appendix B).

The principals at at each of the three schools observed the prekindergarten environments to assess the frequency of print, literacy artifacts, writing opportunities available, and

literacy related play (center) opportunities (see Appendix C).

During the second and third week of the implementation period, the writer met individually with each school team for planning meetings, to establish final dates for the six parent training sessions. Each school established a calendar of dates and times for the sessions. Several sessions were held twice within the same day to attract more parents and to accomodate those who were working. Ideas for recruiting, publicity, and retention of parents over the six sessions were explored. A person from each school team was designated to contact the local branch of the county public library to schedule the final parent/child session. The writer had made initial contact with the library headquarters main branch to explain the project and ask for the library's collaboration with the sixth session. Record keeping and circulation of materials was addressed by each individual team. All three teams decided to use a simple grid using the child's name and the books to be circulated. An x was to be placed in the box to show the child checked out a book (see Appendix D). Training in interview techniques was provided to the designated person from each team who would be interviewing the parents about their home literacy environment and practices. A schedule was established at each school for interviews and within a two week span most of the interviews of willing parents were conducted. The teams also decided that the same person would conduct parallel interviews at the end of the six parent sessions to measure growth in attitudes, practices, and home literacy environment.

During the fourth week of the implementation period, preschool teams met individually by school with the writer to complete plans for Parent Session I. Teams discussed objectives of the first session, finalized their roles, and discussed some concerns, questions, and shared their perspectives. Final arrangements for food and supplies were discussed. Goals and objectives for all six sessions were formulated. The goals and objectives from Dr. Edwards' Parents as Partners program were adopted by each team as a framework for the six sessions. The classroom literacy environment was discussed and ideas for increasing the print environment in the classroom were shared by the writer and several of the six reading specialists. Preliminary results of the parent interviews were shared with the school teams.

After the second group planning sessions, each school conducted Parent Training Session I during the same week. The individual school teams, subsequently met on a bi-weekly basis for planning and preparation for the parent/child sessions. Sessions II-VI were then held, based on the plans of each school team (see program samples in Appendix E). Session VI was held in a branch of the library closest to the individual school, and parents and children rode to the library together on a school bus. Opportunities to obtain a library card were given and children/parents were encouraged to check-out books and other materials at that time.

At the conclusion of each parent training session, the school teams had parents complete an evaluation sheet, based

on the suggested format used by Dr. Patricia Edwards' Parents as Partners program (see parents' evaluation samples in Appendix F.)

Each school team met every two weeks to debrief the previous parent session and to plan for the next sessions. Teams used the parent evaluation comments to modify and change such things as time of presentation, style of presentation, amount of material presented, and length of time that children were present at the training sessions. Play behavior/literacy development was the topic of one of the planning meetings that followed Session II. The writer shared resources and discussed risk-taking and play as referenced by Fordham and Anderson (1992).

The writer consulted with the county computer coordinator about the possibility of using computers with the preschool children. Research was shared by the writer with the computer coordinator, who agreed to help evaluate software programs for four year olds. As a result of these meetings, three computers with internal CD Rom were ordered and delivered by the 16th week of implementation in June. Literature-based software packages were identified, ordered, and delivered by the beginning of July (see Appendix G for a list of software ordered.) An additional meeting was held by the writer with the early child coordinator and computer coordinator to discuss the computer background of the prekindergarten teachers and teaching assistants. Plans were made to hold the third staff development inservice during week 30, the first week in October to review basic computer

literacy and show teachers how to use the software in their classrooms. Plans were made by the computer coordinator to make computer resource teachers available to the three prekindergarten teachers for individual help after the initial October inservice meeting.

A staff development inservice on emergent literacy and emergent writing was held during the eighth week of the implementation plan (see agenda in Appendix H). Teams from all three schools attended and were given the latest research findings on emergent literacy and practical applications to their classrooms/school situations were a focus of the meeting.

During the tenth week of the program, the writer met with the county level Chapter 1 coordinator and resource teachers and county library system to discuss the possibilities of collaborating on summer intergenerational programs for children and parents. Three programs were discussed and plans were made to keep one of the three schools open for an eight week period for computer training for adults and a library-reading program for Chapter 1 students. The third program involved busing students to the county library from two of the schools to three enrichment programs (see Appendix I for more details about the summer enrichment program). The writer obtained funds from a gifted/talented program so that buses and teachers could be hired to accompany parents and students to the special library programs. One of the key outcomes of the summer programs was for children and parents to have easy access to books that they might not otherwise have had due to lack of transportation.

After session III a mid-point debriefing was held to evaluate how effectively the parent training sessions were progressing. At that point the school teams decided that they wanted to be a part of all six sessions and all sessions would be scheduled before the close of school in June. School teams also decided that they wanted to have a June picnic with parents and children and that was planned as well by each school team.

Principals did a comparative evaluation of the literacy environment of the preschool classrooms during the final weeks of school in June. The goal of the principals was to assess the richness of the literacy environment to ascertain improvement.

Late in June, all teams met together for staff development, evaluation, sharing, and planning for continuation of program in September for kindergarten students/incoming preschool students. Discussion centered on changes that would be made in the program in September (see Appendix J for participant comments about their role in the program).

During the months of July and August, the summer adult computer activities, school library-reading, and public library special activity trips continued. The writer met with the three building principals to discuss plans for fall planning/articulation meetings to sustain and increase parental involvement of kindergarten parents. The writer met with the Adult Basic Education coordinator to discuss needs and the continuation of recruitment of parents during the training sessions.

During the last week in August, a staff development session

on emergent literacy/writing/home literacy activities was conducted for the preschool teams and kindergarten staff. Information was shared about the summer literacy activities.

During the first three weeks in September the school teams met to plan a course of action for the new school year. Parent evaluation comments were discussed, spacing and pacing of sessions were examined, interactiveness of workshop sessions was evaluated, and it was generally decided that the sessions needed to be more interactive for parents than they were previously. More activities that involved the parents in practicing specific skills would help the quality of the sessions. It was also felt that although the Parents as Partners manual provided a useful model for the parent sessions, teams decided that it should not be followed as closely as the following year as the only source for presentation materials for parents. School teams shared their own individual success stories. Discussion was begun as to the direction the kindergarten program should take to maintain the involvement of parents and have them continue to support the literacy development of their children at home. A long range calendar plan for the year was established for parent sessions for both prekindergarten and kindergarten parents. Staff development needs were discussed.

During the first week of October, the writer met with the three school principals to discuss observation of the print environment of the kindergarten classrooms. The principals agreed to observe in the prekindergarten and kindergarten classrooms to assess the print/literacy

environment.

A computer inservice workshop was held during the first week in October to familiarize the preschool and kindergarten teachers with the new computer technology available in their classroom and to give a demonstration and practice opportunity for teachers to view and use the new software purchased.

The writer met with the Chapter 1 coordinator, the public library contact person, and the coordinator of Adult Basic Education programs to discuss the long range plan for the year and to begin planning for their involvement and commitment to continuing this program beyond the implementation period.

During the third week of October, the planning process itself was evaluated at each of the three schools. The writer shared program evaluation information with county level directors at the central office. The writer held a debriefing session with the three building principals to discuss plans to continue and sustain the program for the year and to discuss future plans for computer training and further emergent literacy development training.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The general setting for this practicum was a large, suburban school district situated between two large metropolitan cities. Three schools within the district were selected based upon the large numbers of minority and low socioeconomic students which contributed to their status as having above average numbers of students who qualify for Chapter 1 services. The problem solved through this practicum was that prekindergarten teachers and administrators do not have a structured, readily available training program to help support the literacy development of four year olds within the county's existing prekindergarten program. The strategies chosen by this writer to solve the problem focused upon assisting prekindergarten teachers and other school-based professionals to develop a formal literacy training program for parents and to strengthen the emergent literacy background knowledge of prekindergarten teachers, thereby improving the quality of literacy experiences and literacy environment for four year olds. Three staff development sessions provided teachers with background knowledge and opportunities to share and grow

professionally. Six structure parent/child training sessions were held at each of three schools. Materials were provided through the prekindergarten classroom and through the public library.

The outcome measures were as follows:

Outcome Measure 1. By the end of the implementation period, 65 of 120 prekindergarten students and their parents/guardians will participate in a school initiated literacy development program as measured by attendance at six monthly training sessions. Each of three elementary schools will design their own six training sessions based upon the unique and individual needs of their preschool population. Table 2 presents data on parent/guardian participation for the three project schools by individual session. The highest single session attendance was at Session I which was attended by 55 out of 120 families. The average session attendance was 37. However, 89 of 120 families participated overall, although they may have attended only one or two sessions altogether. Table 3 presents information about the overall number of families who participated in the training session workshops. Outcome one was achieved.

Outcome Measure 2. The second outcome is that 65 of 120 prekindergarten parents/guardians will carry out literacy related tasks at home as requested by the prekindergarten teacher at each of three elementary schools and as measured by teacher kept data on completion of tasks. Literature related pictures, journal entries, teacher made games, bookmarks,

Table 2

Number of Parent Workshop Individual Participants by Session

School	Number of Participants						
Session	1	2	3	4	5	6	Average
ONE	15	16	4	9	8	15	11
TWO	18	18	14	11	12	10	14
THREE	22	16	11	5	11	8	12
Total:	55	50	29	25	31	33	37

Table 3

Parent Literacy Participation by Families

School	Number of Families Participating
ONE	32
TWO	25
THREE	32
Total:	89

functional signs, story character puppets, cutting store coupons and looking at grocery advertisements were examples of literacy related tasks that were sent home by prekindergarten teachers. Table 4 represents data collected on check sheets by each teacher about the number of parents who completed teacher assigned tasks on a regular basis. Outcome two was achieved.

Outcome Measure 3. The third outcome is that three of three prekindergarten teachers and six of six reading teachers will increase their knowledge of and preparation for nurturing early literacy development after attending early literacy related staff development in-service as measured by a written evaluation survey. Leadership for planning and conducting the in-service will be provided by the writer. Three of three prekindergarten and five of six reading teachers stated in a written questionnaire that they had positively benefited by three staff development workshops planned by this writer. The The sixth reading teacher stated that the information gained was positive to her professional growth, but some of the information she already know. Objective three was met.

Outcome Measure 4. The fourth outcome is to assure that literacy materials will be circulated on a regular basis from the prekindergarten classrooms at three of three schools as documented by teacher kept circulation records and sign out sheets. School One's records show that 1, 325 books were circulated among 39 students. School Two circulated a total of 813 books to 37 children, and School Three reported a circulation of 1064 books for 40 children (see Appendix D for

Table 4

Parents Completing Teacher Assigned Literacy Activities

School	Parents/Guardians Completing Tasks
ONE	37
TWO	39
THREE	35
Total	111

a sample of the book circulation records). The average book circulation per child was 27.6 books during a three month span. Outcome four was achieved.

Outcome Measure 5. The fifth outcome is that three out of three schools will conduct six structured parent training sessions on a monthly basis for the purpose of training to support literacy activities in the home environment. Sixty-five of 120 parents will increase their perception of their own ability to work with their child on literacy related activities as measured by parent evaluation surveys at each of the six training sessions. All three schools conducted six parent training sessions based on Edwards' (1990) Parents as Partners model. The sixth session was held at the public library. Eighty-nine of 120 parents/guardians who attended at least one training session indicated that their ability to work with their child on literacy related activities had been positively increased by their participation in the workshop session (see sample parent evaluation in Appendix F). Outcome 5 was achieved.

Outcome Measure 6. The sixth outcome is that three of three prekindergarten teachers will receive support and encouragement from a monthly meeting of a school-based planning team comprised of the reading teacher, Chapter 1 reading teacher, the Chapter 1 home visitor, the principal, and this writer as documented by team meeting minutes.
Each school held regular planning meetings to support the planning of the parent training sessions. The teams met

more frequently than monthly, because training sessions were held more frequently than monthly. Team meeting minutes were submitted to this writer. Outcome 6 was met.

Outcome Measure 7. The final outcome is that three of three prekindergarten teachers will increase the developmental use of print in their classroom environment as measured by an observation of the three school principals. When three of three principals used the Informal Classroom Observation Form for Literacy Environment (see Appendix C) as a prescreening instrument, they all felt that their teacher had an average print environment for a four year old program. When completing the instrument after the three emergent literacy training sessions, all three principals again stated that they observed all ten categories as yes. However, after the teacher training sessions, principals observed more students choosing books as a free choice activity, more student writing in evidence in the room, an increase in words used to label activities and student learning centers, and increased books out and available for student check out. Principals recorded these observations on the bottom of the form under comments. Outcome 7 was achieved.

Discussion

All seven of the specific outcomes which the writer planned to achieve were met through the implementation of this practicum. The goal of this practicum was to increase the developmental concept training and early literacy development of

prekindergarten students from low income families through a structured system of parental training and home/school involvement. The goal was clearly achieved because family participation and student use of materials far exceeded the writer's expectation. The classroom use of print also gives evidence that training with prekindergarten teachers was successful because of the observed increases in print usage within the classroom setting and obvious increase in children choosing books as an activity in the classroom.

An additional benefit of teacher training was the use of computers within the prekindergarten classroom as a choice activity. Teachers at this point feel comfortable that technology is appropriate to use with young children and that literacy and developmental concepts can be foster through the use of computer technology (see student generated sample in Appendix K).

At first glance at the data for Outcome Measure 1, the writer was disappointed at the seemingly low turnout of parents at individual sessions with a low of four out of 40 parents at one given session. However, the writer's expectation was that families would not be able to attend all of the sessions due to other commitments. Interestingly, School One and School Three had larger numbers of families coming to an average of two workshops. School Three involved fewer numbers of families coming, but those who did attend averaged three workshops. Altogether, 89 of 120 families participated in workshop training sessions. The writer had projected that 65 of 120 families

would become involved in the sessions.

At debriefing sessions spaced periodically along the implementation process, school teams discussed ways to increase parental support for the sessions. Because of the high number of parents participating in literacy activities sent home and the large number of books circulated and read aloud to children, it was felt that parent interest was high in the literacy program effort. Teachers also felt that sessions should be more interactive and began to diverge from Edwards' (1990) model. At one of the sessions on nursery rhymes, the prekindergarten teacher brought students into the program to recite nursery rhymes for their parents. This simple demonstration by the four year olds represented a deviation from the model, but was a pleasant change of pace for the participants. It was also a chance for the prekindergarten children to participate in the program and demonstrate their knowledge of the oral language.

The school team approach to planning and implementation was viewed as very helpful overall. It became an important means of sharing the burden of planning, obtaining food and supplies from local businesses, and sharing the preparation for presenting to parents. The team approach to giving presentations also served as a vehicle for familiarizing parents with school staff other than the classroom teachers.

Some of the comments of team members, however, led the writer to the conclusion that the teams were not consistently strong in the three schools over the course of the

implementation. Across the schools, there were varying levels of involvement on the part of team members. In one school, the prekindergarten teacher emerged as the leader and carried the most responsibility for the sessions. In another school, two reading teachers took the lead and shared the responsibility for implementation. All three teams did meet regularly and did support the other members of the team, but all teams operated differently based on experience and interest of the members.

Other exciting initiatives happened as a direct result of this practicum project. Many of the parents who came to the training sessions decided that they needed to work on their reading and writing skills. The number of adult basic education students doubled at the three school sites as parents and other adults living at home were encouraged to complete their own education.

The author was able to obtain money to give parents a voucher as an added incentive to attend training sessions. The vouchers were used at a local book store and served as a further incentive to encourage parents to read to their children over summer months. Parents and children were thereby empowered to select their own books to read.

Many partnerships with local businesses were formed as food became an important means to attract adults to the sessions. Local businesses donated pizza, hot dogs, drinks, fried chicken, vegetables and dip, fruit, coffee, doughnuts, paper goods, ice cream, free radio and newspaper advertising, printing costs, and other valuable incentives.

These local business partners along with parents, children, families, educators gathered at a nearby army base to celebrate the success of this program and to thank all the many partners who had helped with this effort in family literacy. Local politicians were present as well as the post commander. One of the parents entertained with songs he had especially written for the occasion.

In summary, prekindergarten children from low income families need increased developmental concept training and literacy development through a structured system of parental training and home/school involvement. It is the writer's belief that parents and teachers will work together, and given the guidance to develop a structured system of training and home/school involvement, literacy experiences for preschool children will be increased as evidenced by the outcomes of this practicum.

Recommendations

In making recommendations about the implementation of a project such as this, it is extremely important to discuss the planning process that has taken place. As Comer (1987) points out, most schools fail to bridge the social and cultural gap between the home and the school. It is important for school teams to understand the home culture before planning a successful program in which parents will want to play a part. Assuming reasons why parents are not participating is a serious error on the part of school staff members. Understanding the priorities,

needs, cultural differences, and concerns of parents are of critical importance in planning for literacy development in the home.

Understanding these differences, as Ziegler (1987) points out can help school personnel to intervene positively, effectively, and efficiently to teach parents to become involved in the acquisition of literacy skills.

An important consideration in this practicum was the team approach that was used. Talents and skills in staff members that were previously untapped strengthened the planning process and delivery system model which evolved. Another assumption that is often made is that all members of a school staff, by virtue of the fact that they are college graduates, have the same understanding of how literacy develops in young children. By treating all team members as equal partners on the planning team, and by providing research in emergent literacy, all staff members were nurtured to the same level of understanding about how literacy develops in young children.

It was also of critical importance to the success of this practicum to provide a supportive atmosphere for parents. As Tovey and Kerber (1986) contend, parents and family members tend to feel that teachers have special knowledge about the correct way to teach reading and that they should not interfere in that special process. By helping parents to understand their role as their child's first literacy instructor, parents can provide a successful literacy environment at home. Modeling literate behaviors and providing parents with examples

in a non-threatening atmosphere can encourage parents to feel more comfortable about their own literacy development.

Dissemination

The results of this practicum have been distributed to all central office personnel, all personnel directly involved, and the acting assistant superintendent of instruction.

A presentation was made before the local board of education at the request of the superintendent.

Interest and collaboration has occurred between the writer and the local library system and the local adult literacy council, a volunteer organization who became interested in this practicum.

As previously mentioned, a large scale Celebration of Literacy was held to which officials from government and businesses, as well as school officials, parents, and children were invited to attend to celebrate the successes of this and other literacy events taking place in the school system. The event was publicized in the local media.

The writer plans to further disseminate this practicum by submitting proposals to state, regional, and national conferences including the International Reading Association, the National Association of Educators of Young Children, and the National Center for Family Literacy in Kentucky.

The results of this practicum have been shared with the state department of education, adult and continuing education division.

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APPENDIX A

TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

1. How important do you believe the role of parents/guardians is in helping children to successfully learn to read and write?

Very important	Important	Not very important	Not important at all
1	2	3	4

2. How important do you think children's experiences are prior to entering preschool in relationship to their development of early literacy-related skills?

Very important	Important	Not very important	Not important at all
1	2	3	4

Please rate the following for the level of importance you feel each has in promoting the development of children's literacy skills.

3. Exposure to books and other literacy materials at home.

Very important	Important	Not very important	Not important at all
1	2	3	4

4. Exposure to books and other literacy materials at preschool.

Not important

Very important	Important	Not very important	at all
1	2	3	4

5. Family emphasis on reading.

Very important	Important	Not very important	Not important at all
1	2	3	4

6. Adult and child conversations about shared experiences.

Very important	Important	Not very important	Not important at all
1	2	3	4

7. With regard to the parents/guardians of the students in your class, how interested do you feel they are in their child's education?

Very interested	Interested	Not very Interested	Not interested at all
1	2	3	4

8. With regard to the parents/guardians of the students in your preschool class, how interested do you feel they are in their child's development of literacy skills?

Very interested	Interested	Not very Interested	Not interested at all
1	2	3	4

9. How often do you try to involve parents/guardians of the

children in your class in literacy-related activities?

Very often	Often	Sometimes	Seldom or Not at all
1	2	3	4

10. For approximately how many children in your class do you think that the parent/guardian lacks sufficient literacy skills to work effectively with the child on literacy-related tasks?

All or almost	Most	Some	None
1	2	3	4

11. When you assign literacy-related activities which involve the parent/guardian in working with the child, how many of the children have parents/guardians who carry out the task with the child as requested?

All or almost	Most	Some	None
1	2	3	4

12. Please approximate how many parents/guardians of children in your class lack sufficient literacy skills to work effectively with the child on literacy related tasks.

13. Please approximate how many parents/guardians of children in your class carry out literacy-related activities at home as

requested.

14. What do you see as further needs for the children in your classes related to literacy development?

15. How many years have you been teaching?

16. How many years have you been teaching prekindergarten?

17. How many years have you been teaching at this school?

18. What is your highest level of education achieved?

19. How many hours of in-service training have you received on early literacy development within the last three years?

Hours _____

20. What topics were covered?

21. What is your experience with computer training? Please describe.

APPENDIX B

PRESCHOOL LITERACY PROGRAM
PARENT INTERVIEW QUESTIONNAIRE

PRESCHOOL LITERACY PROGRAM

PARENT INTERVIEW QUESTIONNAIRE

1. Do you think you can influence your child's learning about reading this year?

   yes no don't know

2. How important do you think reading aloud to your child can be?

   not important very important don't know

3. How often do you read to your child?

   hardly ever sometimes once a week

   two to three times a week every day

4. Do you have a regular time for reading?

   yes no

5. Does your child look through or read books by himself/herself?

   yes no

6. How often does your child read or look through books by himself/herself?

   hardly ever sometimes once a week

   two to three times a week every day

7. Do you or other family members try to teach your child things that will help him/her read?

8. What kinds of activities do you and other family members do to try to teach your child to read?

9. How often do you or another family member read newspapers or magazines in front of or with your child?

   hardly ever sometimes once a week
   two or three times a week every day

10. Do you or any family members have a library card?

    yes no don't know

11. How frequently do you or another family member borrow books from the library?

    hardly ever sometimes once a week
    two or three times a week every day

12. How often do you bring children's books into your home?

    hardly ever sometimes once a week
    two or three times a week every day

13. Has your child's preschool teacher sent home any reading activities for you and your child to work on together?

    yes no

14. How often has the teacher sent home reading activities for you and your child to work on together this school year?

never sometimes once a week

two or three times a week every day

15. Have you volunteered in your child's classroom this year?

yes no

16. How comfortable do you feel going into your child's school?

not comfortable somewhat comfortable very comfortable

17. What is the best day of the week for you to attend meetings or workshops at your child's school?

18. What is the best time for you to attend meetings or workshops at your child's school?

19. Can you suggest a place to meet for a workshop where you might feel more comfortable or at ease?

yes no

20. Please suggest a site that you might feel comfortable meeting with other parents and school personnel for a parent meeting on preschool literacy development.

APPENDIX C

INFORMAL CLASSROOM OBSERVATION
LITERACY ENVIRONMENT

INFORMAL CLASSROOM OBSERVATION

LITERACY ENVIRONMENT

1.	Letters of the alphabet displayed?	Yes	No
2.	Print materials other than books or magazines displayed? (e.g. posters, signs, learning centers)	Yes	No
3.	Words used as labels on objects in the classroom?	Yes	No
4.	Children's names displayed in the class to label cubbies, tables, chairs, or other areas?	Yes	No
5.	Words/pictures used to label learning centers and student activities?	Yes	No
6.	Books on display?	Yes	No
7.	Books out and available for student use?	Yes	No
8.	Writing materials available in centers for student exploration?	Yes	No

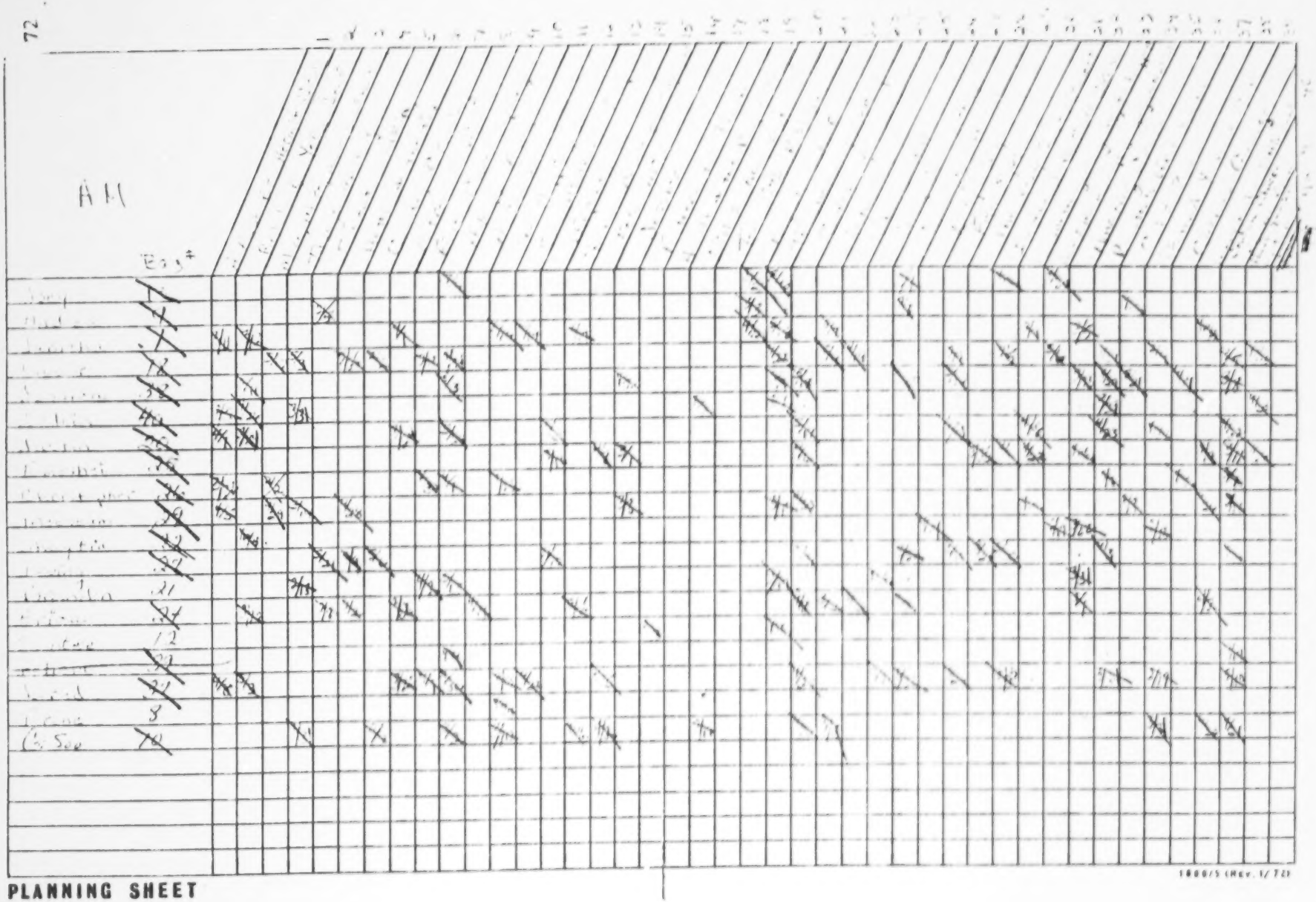
9. Displays of stories or captioned pictures created by the children? Yes No

10. Listening center opportunities available for children to hear and read books? Yes No

Please comment under any question that you feel the need to elaborate or provide details about your observations.

APPENDIX D

SAMPLE BOOK CIRCULATION GRID



PLANNING SHEET

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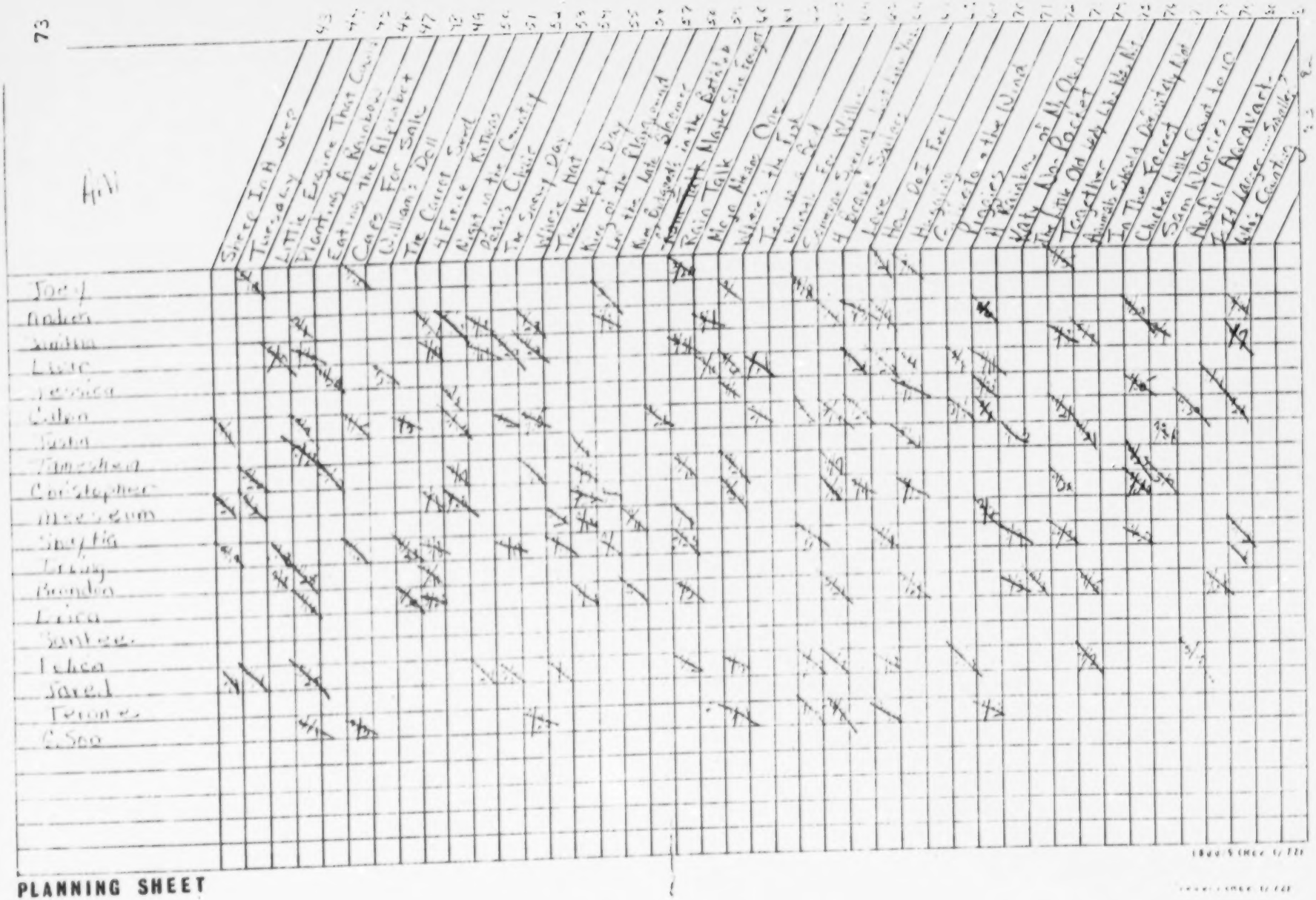

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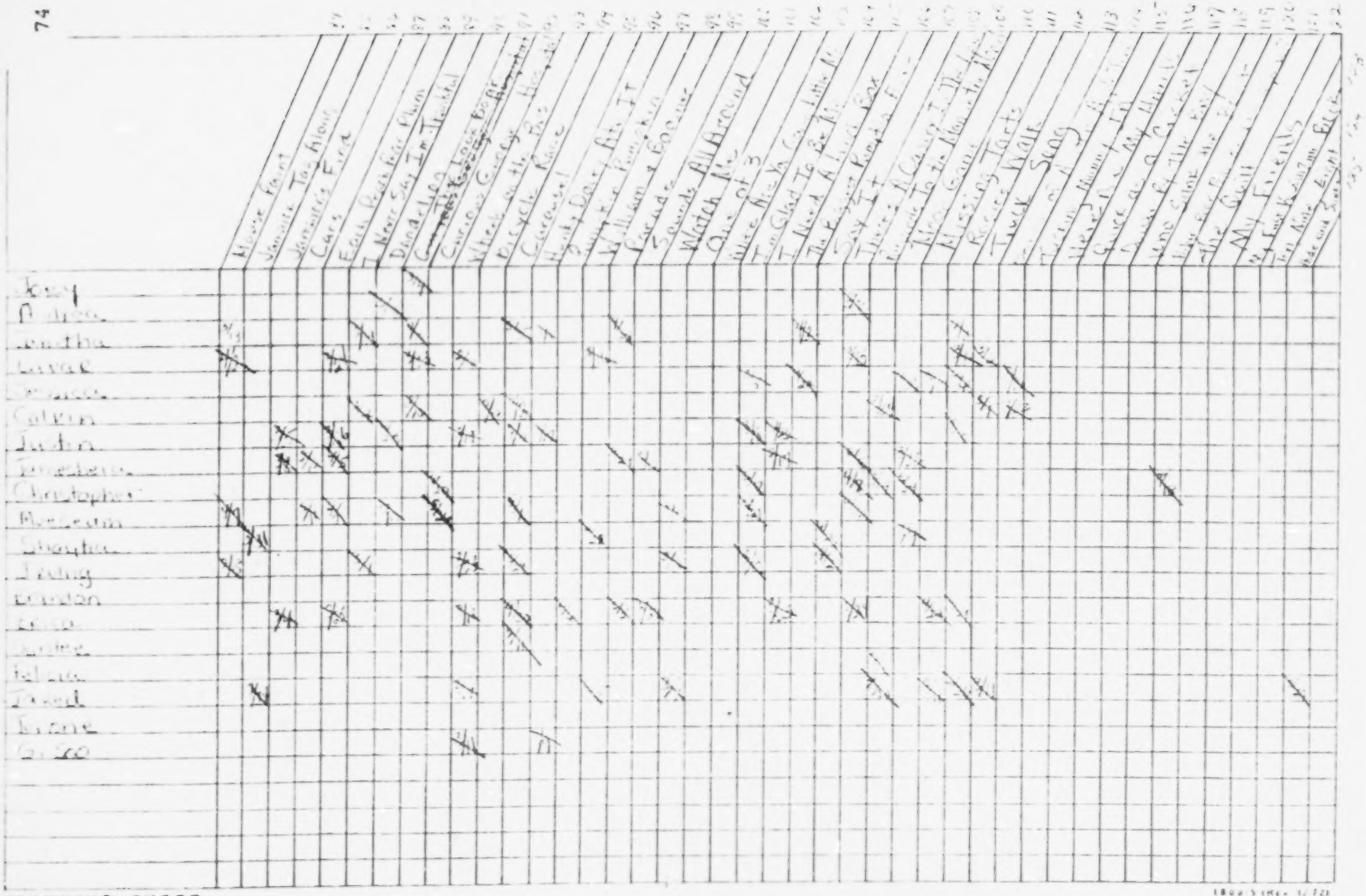

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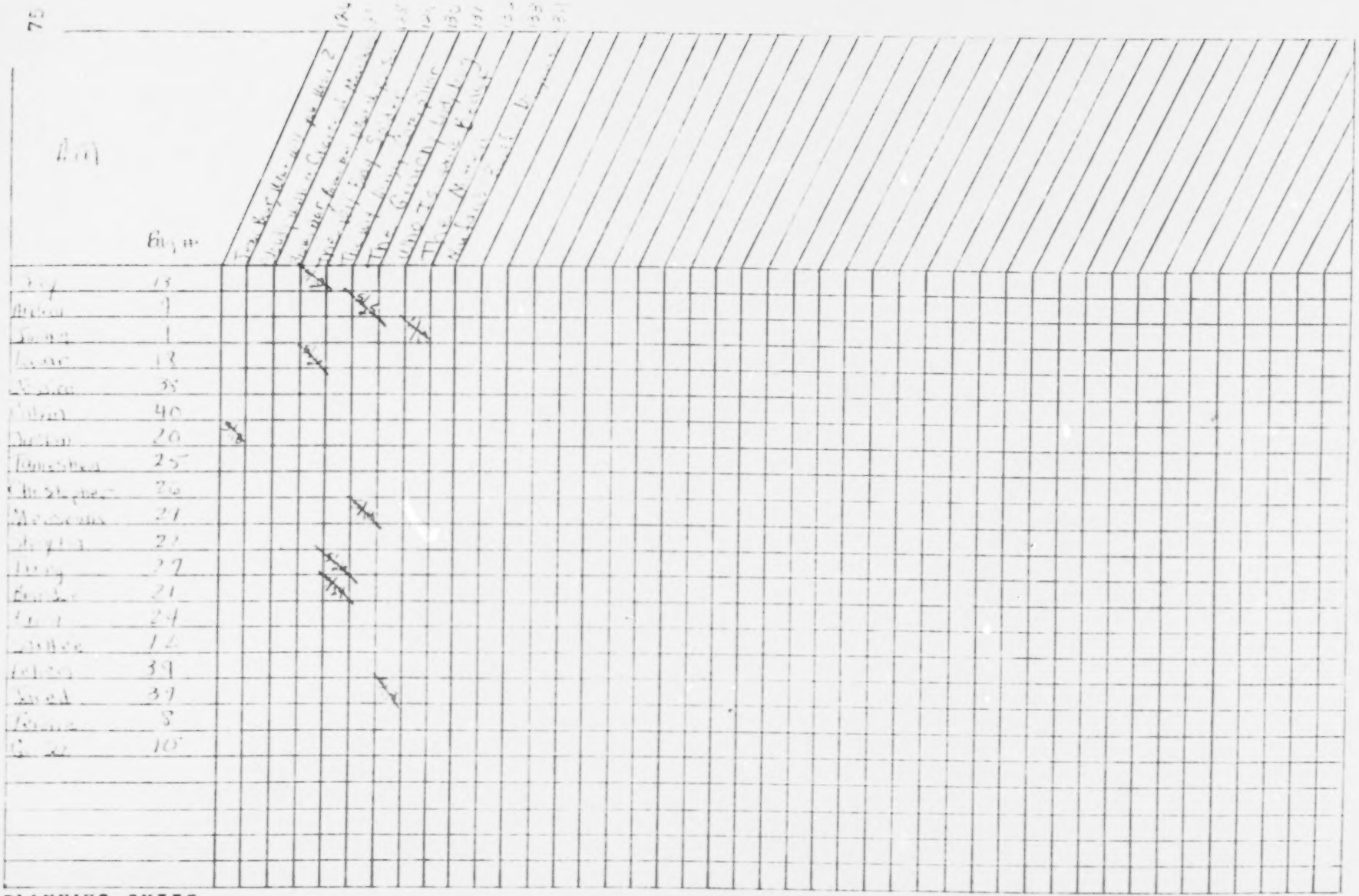

PLANNING SHEET

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APPENDIX E

PROGRAM SAMPLE

PARENT TRAINING SESSIONS

WELCOME TO

FAMILY LITERACY

PARENT TRAINING SESSION

Proving Language Experiences for Children

Objectives

. To help parents understand how talking to children reading aloud to them develops their language skills.

. To help parents understand the developmental stages children go through before learning to read.

. To help parents understand how children acquire "book sense".

Welcome:

Presenter:
Reading Specialist

PARENTS THANK YOU FOR YOUR SUPPORT. YOU HAVE AN IMPORTANT ROLE IN ENSURING THE SUCCESS OF OUR PRESCHOOL FAMILY LITERACY PROJECT.

Session Tuesday, March 30th, 1993

APPENDIX F

SAMPLE PARENTS' EVALUATIONS
PARENT'S RESPONSE SHEET FOR INDIVIDUAL SESSIONS

Name: _____ D 80

List three things you learned in this session:

1. You should read Because your child learn from you.

2. That is Of ow your child Learn.

3. Keep all de Books were your child can use them at all times

Name one thing that you are going to work on this week.

Reading more with My child.

Name: _____ Date: 8/

List three things you learned in this session:

1. Reading to your child helps to prepare them for success in learning in many ways

2. Reading time should be relaxed & enjoyable.

3. Talking to your child & listening & answering their questions helps them become more intrigued with the world around them.

Name one thing that you are going to work on this week.

Being more relaxed while reading

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APPENDIX G

SOFTWARE ORDERED FOR PRESCHOOL CLASSROOMS

Program Title	Order Number	Price	Kunz Price	No. of Copies	Total Cost
Kid Works 2	PCDA74R8	$59.95	$44.96	3	$134.89
KidPix	PCBS125R8	$59.95	$44.96	3	$134.89
The Playroom	PCBS159R8	$49.95	$37.46	3	$112.39
The Treehouse	PCBS423R8	$59.95	$44.96	3	$134.89
McGee Series	PCDA81R3	$44.95	$33.71	3	$101.14
SuperPrint	87940		$75.00	3	$225.00
Big Book Maker:Letters	PCPEL58R3	$49.95	$37.46	3	$112.39
Numbers and Shapes			$0.00		$0.00
*KidDesk	PCEMK01R8	$49.95	$37.46	3	$112.39
**Millie's Math House	PCEMK02R8	$39.95	$29.96	3	$89.89
Kindercomp:Golden Edition	PCQS127R3	$39.95	$29.96	3	$89.89
Stickybear Numbers	PCX8517L8	$39.95	$29.96	3	$89.89
The New Talking	PCX8536R3	$49.95	$37.46	3	$112.39
Stickybear Alphabet			$0.00		$0.00
Math and Me	PCDA27R8	$29.95	$22.46	3	$67.39
The Children's Writing	PCLC919R8	$69.95	$52.46	3	$157.39
and Publishing Center					
***Windows			$108.00	3	$324.00
see attached note for professional package for teachers					
CD-ROM's			$0.00		$0.00
Just Grandma and Me	CDBS434R5	$49.95	$37.46	3	$112.39
Arthur's Teacher Trouble	CDBS02R5	$69.95	$52.46	3	$157.39
Cinderella	CDDIS21R5	$49.95	$37.46	1	$37.46
A Long Hard Day on the Ranch	CDDIS22R5	$44.95	$33.71	1	$33.71
Moving Gives Me a Stomach	CDDIS23R5	$49.95	$37.46	1	$37.46
Ache			$0.00		$0.00
Mud Puddle	CDDIS17R5	$49.95	$37.46	1	$37.46
The Paper Bag Princess	CDDIS19R5	$49.95	$37.46	1	$37.46
The Tale of Benjamin Bunny	CDDIS16R5	$49.95	$37.46	1	$37.46
The Tale of Peter Rabbit	CDDIS15R5	$54.95	$41.21	1	$41.21
***Our House, Featuring the	CDDW116R5	$69.95	$52.46	1	$52.46
Family Circus			$0.00		$0.00
***Peter and the Wolf	CDDW115R5	$49.95	$37.46	1	$37.46
***The Sleeping Beauty	CDDW11R5	$49.95	$37.46	1	$37.46
***Beauty and the Beast	CDDW118R5	$49.95	$37.46	1	$37.46
**Curious George Learns the	CDPEL48R5	$49.95	$37.46	1	$37.46
Alphabet			$0.00		$0.00
**The Greatest Children's	CDPEL47R5	$49.95	$37.46	1	$37.46
Stories Ever Told			$0.00		$0.00
**Children's Treasury of	CDPEL46R5	$49.95	$37.46	1	$37.46
Stories, Nursery Rhymes, and			$0.00		$0.00
Songs			$0.00		$0.00
				Total	$2268.56

APPENDIX H

EMERGENT LITERACY TRAINING SESSION AGENDA

April 7, 1993

Emergent Literacy Training Session

Preschool Family Literacy Program

Objectives:

1. To develop a greater understanding of emergent literacy concepts as related to recent research and practice.
2. To encourage teachers/reading teachers to look objectively at their own classroom practices.
3. To start a network of teachers who will share experiences and provide support in their efforts to integrate their early literacy development.

Agenda

- o Research Perspectives on Emergent Literacy (Strickland, Mandel Morrow, Goodman, Allen & Mason, Fordham & Anderson)
- o Discussion
  - the conventions of print
  - left to right progression
  - storybook reading
  - stages of development
  - emergent level characteristics
  - emergent writing and spelling
- o Discussion of the Classroom Literacy Environment

- Sharing perspectives about how the classroom environment can be enriched through risk-taking, play activities, environmental print, literacy artifacts
- Discussion and brainstorming of other activities parents can do at home to encourage literacy development
- Discussion of further staff development needs
- Written evaluation

APPENDIX I

SUMMER ENRICHMENT PROGRAM

FAMILY LITERACY SUMMER LIBRARY ENRICHMENT PROGRAM

In cooperation with the County Public Libraries, our family literacy program is offering a summer library enrichment program at Library. All children entering kindergarten through 5th grade are invited to attend three special summer reading events.

Buses will be provided for transporting parents and students from and to Library. Parents must accompany children on the trip. The programs will take place as follows:

*June 30- MAGIC- 2-3pm. Professional magician Michael Chamberlain returns with a whole new bag of comedy tricks. Kids are invited to get into the act!

*July 12- STORYTELLER- 2-3pm. Storyteller, poet and weaver of fantasy Marc Spiegel enchants and inspires children through performances of his original stories, poems and songs. LOTS of audience participation.

*July 19- INTERACT-2-3pm. Stories on Stage- Professional actors use props and costumes to "become" a variety of interesting characters while bringing stories to life. An engaging blend of storytelling and theater.

Attached is a library card application you may fill out if you are interested in obtaining a library card for you or your child. Library cards can be picked up while attending any of the events.

If you are interested in attending any of the events, please return the information below to your child's teacher by JUNE 16.

****

_____ Yes, my child and I will be attending the following events.

_____ June 30- MAGIC
_____ July 12- STORYTELLER
_____ July 19-INTERACT

Age and name of children attending _____

_____

_____

My address is _____

_____

PARENT SIGNATURE _____

APPENDIX J

SCHOOL TEAMS EVALUATION MEETING PARTICIPANT REACTION SUMMARY

June 9th

Preschool Family Literacy Program

School Teams Evaluation Meeting

Participant Reaction Summary

What personal/professional growth do you attribute to your role in the Preschool Literacy Program?

- The team meetings, sharing of ideas, brainstorming.
- I grew professionally by the exposure to new books. Also, the interaction with parents and children together. As a person, I grew to be very flexible to come to the events.
- I grew professionally through developing programs that involved parents in thinking through and developing their own literacy behaviors with their children.
- I feel I have learned better techniques for working with parents through the "Parents as Partners" program. Personal growth- I have dealt with many families, have seen the disparity in homes, learned to be understanding of children's idiosyncracies. Professional- instructing parents in workshops, doing the planning of sessions.
- Learned more about computer programs, am more flexible.
- This has empowered me to interact with parents to develop my facilitation skills and leadership skills. To have my book selection skills. I loved it!!!
- I really enjoyed the program. I feel that I have reached out to these parents and the program was a really big success.

- I was able to comfortably present information to parents concerning the program. I was also able to read the latest research on literacy.
- I was able to interact more with parents.
- I learned more about the 4 year old learner.
- The program increased my knowledge of the needs and complexities of the preschool learner.

June 9th

Preschool Family Literacy Program

School Teams Evaluation Meeting

Participant Reaction Summary

Part II

List the most valuable outcome of the Preschool Family Literacy Program from your perspective.

- It greatly improved parent involvement in their child's learning.
- Children were exposed to good literature and the books were available for the children to take home.
- How the parents participated with their children and some of the parents saying how the program showed them how important reading to your child is, and expressing their ideas with other parents, and the closeness it brought to parents were all valuable outcomes. Parents who did not have an idea idea about literacy now feel very confident with learning and sharing their ideas with non-participating parents by telling them to get involved.
- The book lending program which made student-child and school interaction very successful and rewarding was the most important outcome.
- Books for children to take home was the most valuable thing.
- The day-to-day reading aloud that occurred in the homes of my students and the benefits to both parents and children was a

valuable outcome.

- The pre-kindergarten class and parents were exposed to many different books.
- Without a doubt: the increased comfort of parents in the school environment and with their children was most valuable.
- Seeing and hearing the positive comments made by parents about what they have gotten out of the workshops and out of sharing books with their children was a valuable outcome.
- Seeing children develop a true love of and respect for books and reading time was important.
- I liked the active participation of parent and child together in the program.
- The resources from the program were valuable to me.
- The children were exposed to many new experiences and books. They have gotten their parents to read to them for more than they otherwise may have. The time and sharing and learning shared with the parents is invaluable.
- Parent involvement- both from attendance at meetings and reading with their children from the circulating library was a tremendously positive outcome.
- I think it was the parents participation with the students and school.
- The time that parent and child spent together, reading, communicating, etc. The renewed or original love of books was very important.

APPENDIX K

STUDENT GENERATED COMPUTER SAMPLE

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